

## DECISION MAKING AND HOME RESPONSIBILITIES AMONG STUDENTS

Delgie B. Buagas, Jagobiao National High School

Jerald C. Moneva, Jagobiao National High School

Adrian M. Sollano, Jagobiao National High School

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### ABSTRACT

Decision making is the way of selecting a choice and balancing the positive and negative of each opinion. Meanwhile, home responsibilities are the act of performing domestic errands and work or task that is assigned to the child. Using quantitative descriptive correlation design the researcher intends to explore the relationship between decision making and home responsibilities among students. The study will be benefited by the students, parents or guardian, teachers and to the future researchers. The study was conducted on the Senior High School Department of Jagobiao National High School. The respondents were the Senior High students. To answer the checklist with ten indicators for decision making and ten indicators on home responsibilities. The extent of student's decision making is that they are able to make a good decision well. The extent of student's home responsibilities is that sometimes students are responsible regarding to the task that is given to them. There is an association between decision making and home responsibilities.

**Keywords:** Domestic errands, Decision making, Home responsibilities, Students

### INTRODUCTION

Decision making is the way of selecting a choice and balancing the positive and negative thoughts of each opinion. Making a decision is considered the possible scenario

of each opinion. Meanwhile, home responsibilities are the act of performing domestic errands and work or tasks that is assigned to the child. Home responsibilities can improve the skill of the child and it makes him responsible of all the task.

Most of the students in Jagobiao National High School don't really know how to make a decision. Students are not thinking well when they make decision. They are not considering the possible things that would happen if they are going to select that choice. When they have a problem some student's decision will depend on their friend's advice. Students are making unplanned decision; they are not taking time to plan for their choice.

In making a decision it takes time to think about it should planned well. In this study the researcher can identify if the students are really thinking well of their studies. Some of the students in Jagobiao National High School know how to make a decision. They are not depending with others to make decision; they are very focused in making their own decision. When they are planning they understand the situation of the problem. They mostly listen to their teachers and especially to their parents with their decisions. Students are making a decision very organized and they are taking time of that decision they made.

In Jagobiao National High School most of the student are not responsible in doing their school activities. They prefer to play mobile legends that doing their task at school. They will just observe the teacher and if the teacher is in their room that is the time that they will do their task. Some of the students are just doing Facebook and scrolling for their newsfeed. They are not thinking for the important thing that they are required to do in school.

According to Vrchota & Svarova (2015) there are some situations or events in the life of an individual that could affect how they make decisions. According Turpin & Marais (2004) there is a model that really support the people in choosing their decisions in life that is called Recognition-Primed Decision which means how people make quick and effective decision that can be very useful to be apply. According to Rezapour & Ansari (2014) there is a great result in the students if they are being responsible in their participation in making decisions.

The study intends to explore the relationship of decision making and home responsibilities among student. It is important to if the student can make their activities and responsibilities. Meanwhile, the researcher thinks/beliefs that becoming responsible at home requires much of decision making of a student.

### **Theoretical Background**

This study is supported by Attribution Theory by Bernard Weiner (1972) caring on how people understand scenario and how it affects to their thinking and attitudes. Attribution Theory assumes that individuals try to identify the reason that causes the behavior on what they do. An individual pursuing to understand the reason that causes the attitude and behavior of individual. There are three level of attribution: a person must observe the behavior, the person should trust the purpose of the behavior that the person showed, and the individual must identify if they are forced to have that attitude.

The attribution which literally means a big responsibility that explains the person's situation. This theory seeks to improve their effort, ability, level of difficulty and luck. The theory has a process to notice the way of behaving, behavior identify to be intentional and having a specific cause depends of behavior on the person

In order to be a responsible person is to observe the attitude and not to force to have that attitude but sometimes students forced their selves to behave. The study decision making in which student should apply it to their personal life. Students must do efforts with their decision and understand the situation well.

Any behavioral attitudes that the students do will response to their success. Understanding is very important to the student and being responsible is to accept all the level of difficulties.

### **Statement of the Problem**

The study intends to determine the relationship between decision making and home responsibilities among students of senior high school 2019-2020.

In particular, the study seeks to answer the following opinions:

1. To what extent do students make decision?
2. To what extent do students perform their responsibilities at home?
3. Is there a correlation between the extent of home responsibilities and the extent of decision making?

#### Null Hypothesis

**Ho:** There is no significant no significant relationship between decision making and home responsibilities among students.

**H1:** There is a significant relationship between decision making and home responsibilities among students.

#### Significance of the Study

The study will be benefit the following:

**Students** of Jagobiao National High School to improve their skills in decision making and home responsibilities so that they can be successful as a student. It will give them idea on how to be responsible student. It will give them idea on how to be responsible student. This study will be benefit to them in terms of helping their parents and siblings. In this study the student may realize how to decide well not for yourself but also or the others.

**Parents and Guardian** will know the importance of decision making and being responsible to apply it in their daily lives as a parents or guardians. In this study the parents and guardians can learn the correlation between decision making and home responsibilities towards their children. They can be able to guide their children in doing a decision to be more responsible.

**Teacher** will be applying and use in making a decision to finish their work within stipulated time. This study may benefit to them by this they ca apply it in their teaching and share an idea to their students. They can also guide their students in making a decision so that their students will be responsible in doing their school activities. They will be more responsible in guiding their student and teaching their students the right choice.

**Future** researcher will give them idea that they can use for their future research study. It will make them decide for their future research title within this study. It will make them easier with the study they have to do in the future. It will make them responsible for making a decision as a student. In this study the future researcher will be able to share their ideas to others. They will be able to know the importance of decision making.

### **Definition of Terms**

**Decision making** is the way of selecting a choice where it is balancing the positive and negative thoughts of each opinions. It is understanding scenario and thinking well the solutions of the problem and consider the possible effect of it.

**Home Responsibilities** is the act of performing domestic errands and works or tasks that is assigned to the child.

### **RELATED LITERATURE AND RELATED STUDY**

This study is supported by the different articles from the variables decision making and home responsibilities among students.

Strategic Decision Making in large organization is a must (Ahmed, Atieno and Bwisa, 2014). A lot of decision factors require a weighing of how much resources will be invested in the decision (Boureau, Hessner and Daw, 2015). The study opposes the result, critical thinking is more predictive than on logical decision making (Ulucinar and Aypay, 2016). Decision can be generalized among student in engineering design process (Meyen, 2018). A person's ideas, skills and experience can be applied in making decision that can help them to reach the right solution (Vrchota and Svarova, 2015). To be qualified decision makers is to apply the approach can provide facts (Turpin and Marais, 2004). Students that are good at certain decisions does not make said student on other decision (Galotti, Weiner and Tandler, 2014). The more the students participate in decision making, the more they improve in educational leadership (Nwankwo, 2014). The more you expose one's self in making decision, the more you gain experience and knowledge

to choose the right decision while boasting your confidence in the process (Ahmed and Omotunde, 2012). In consumer decision making is not just selecting the most selected choice it is about thinking of one's decisions (Sproles and Kendall, 1986). The personal preference of the subject is a great factor in decision making (Fan 2017). Decision making is the intellectual process of selecting optimal and best option among many alternative choices (Crozier, Ranyard and Svenson, 2002). In particular, the depth look into how parents decision matter on their children's health and well-being (Aarthun, Oymar and Akerjordet, 2018). Part of decision making is being aware of the choices and actions (Al-Tarawneh, 2012). The students have personal preference or independent decision when it comes to picking a college course and not entirely dependent on the friends and parents decision (Pascual, 2014).

When the students will be married in the future they have different responsibilities to do at home women do responsibilities such as taking care of children while men do masculine household chores (Cerrato, 2018) In school where collective responsibility is practiced among the faculty and staff, student tend to learn more (Lee and Smith, 2014). A separation of responsibility should be taken away (Hofmann, Roland-Levy and Kircher 2009). A student are those who can be trusted without being told to do so (Riggio, Valenzuela, and Weiser, 2010). At home they can be a leader that has a duty to know the rules and regulations and be critical in solving difficult situations (Voegtlin, 2016). A student can be more responsible at home if they are exposed to environment that allows the child be aware what is good and bad (Coster, Macini and Gomes, 2018). Students aged 15-17 are more active in doing their home responsibilities than the younger students (Klein, Graesch and Izquierdo 2009). When students and educator share responsibilities regarding learning, students comprehend content all the more profoundly and learn abilities that will work well for them in assortment of endeavors (Carpenter, 2013). Students should take his responsibility by his own in order to have a progress (Cam and Oruc, 2014). People only feels his responsibility only if there is a negative scenario happening in their life (Lickel, Schmader and Hamilton, 2008). Duties is an all-around and complex concept (Allen and Mintrom, 2010). A female student that is chosen to be part of making decision can make them responsible students (Rezapour and Ansari, 2014). Students must be aware or participate those activities that involves social

initiatives so that they will be familiarize on it (Li 2012). Responsibility is we make happiness on what we did and all the outputs and we act responsibility in the places where we work (Aguinis, 2011). The students will do their responsibility in the future if they had their family to guide their children in knowing their responsibilities in life (Kiral, 2019). It is good enough to assist student's efforts towards planning and understanding situation that will help them to be actively and responsibly included in the study process (Steh, Mazgon and Kalin, 2014).

### **CHAPTER III**

#### **METHODOLOGY AND PROCEDURES**

This chapter presents the methods in information that was used in development of the study. It includes research design, environment, instrument, respondent and gathering of data to carry an effective research

##### **Design**

This study used quantitative research descriptive correlational design.

##### **Environment**

This research was conducted in Senior High School students of Jagobiao National High School which located in Jagobiao, Mandaue, City. The Jagobiao National High School consist 6 buildings and the Senior High School classroom is located at the right side when entering the gate. The grade 11 classroom is at the lower part of Junior High School and the back of it is the grade 12 classroom. The Jagobiao National High School offers the strand of GAS, HUMSS, ABM, STEM and TVL. The Jagobiao National High School was being awarded Rafiseed as the fourth place.

##### **Respondent**

The respondents were all the Senior High School students of Jagobiao National High School. A partial total of 210.

##### **Instrument**

This research study used checklist scaling questionnaire in gathering data and getting information from the respondents. The checklist is a type of questionnaire that composed of two variables first for decision making and the second is for home responsibilities. The student will just check the best answer for each question. The choices are 1-never, 2-rarely, 3-sometimes, and 4-always. To get a score, add the total of each answer of the respondents.

### **Data Gathering**

The researcher need to ask the permission from the school head of Jagobiao National High School and ask for a letter for the study. Once the researcher had the letter with the signature of the school head, the researcher will go to the classroom of grade 11 and grade 12 and give that letter to the adviser in every strand for the permission of conducting a research.

When the adviser approved to conduct, the researcher will distribute and questionnaire and given time for 10 minutes of answering. After answering, the researcher will collect the data. That data served as the bases in the analysis, interpretation, conclusion, finding, and recommendations of the study.

### **STATISTICAL TREATMENT**

In this study the researcher wants to identify if there is a relationship between decision making and home responsibilities. So the researcher used chi-square and weighted average to treat the data.\

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

**TABLE 1**

#### **Level of attitude towards decision making**

Indicators	WM	Interpretation
1 I remain calm when I make decision very quickly.	3.15	Sometimes
2 I feel in control of things.	2.98	Sometimes



3	I avoid taking advice from my parents of my decision.	2.50	Sometimes
4	I find it inspiring when my parents support my decision.	3.27	Always
5	I find it easy to decide what is right and wrong.	2.93	Sometimes
6	I take a moment to decide whenever I am faced with tough decision.	3.12	Sometimes
7	I look back to the cause which had led me to decide among choices and make a decision based on its effects.	3.17	Sometimes
8	My decision helps me to be mature in decision making	3.19	Sometimes
9	I'm comfortable with the decision I make.	3.07	Sometimes
10	I learn from my previous wrong decision.	3.31	Always
Overall Weighted Mean		3.07	Sometimes

**LEGEND:** 1.00-1.75 (Never) 1.76-2.50 (Rarely) 2.51-3.25 (Sometimes) 3.26-4.00 (Always)

The table shows the three highest and lowest weighted mean. The first highest weighted mean is 3.31 which is indicator 10 and interpreted as “I always learn from my previous wrong decision.” The fear of wrong decision runs in heart of all good leaders and managers but the ability to make the right decision despite the fear make them successful (Ahmed & Omotunde, 2012). While the second highest weighted mean is 3.28 which is indicator 4 and interpreted as “I always find it inspiring when my parents support my decision.” Only when such decision-making is understood can one claim to truly support it (Marais & Turpin, 2004). And the third highest weighted mean is 3.18 which is indicator 8 and interpreted as “sometimes my decision helps me to be mature in decision making.” A students having a discipline in making decision lead them to be matured (Ahmed, Otieno & Bwisa, 2014). The first lowest weighted mean is 2.52 which is indicator 3 and interpreted as “sometimes I avoid taking advice from my parents of my decision.” Students can be successful in career decision making only if they had the freedom to have their own choice with the guide of their family (Pascual 2014). While the second lowest weighted mean is 2.96 which is indicator 2 and interpreted as “sometimes I feel in control of things.” Students that are taking serious about their issues the more they really understand the problem (Ulucnar and Aypay 2016). And the third lowest weighted mean is 3.05 which is indicator 9 and interpreted as “sometimes I’m comfortable with my decision.” Students that is confident enough to join the activity in schools especially in decision making can promote educational leadership (Nwankwo 2014).

**TABLE 2**

**Frequency level in decision making**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Can decide a little	2	1	1	1
Can moderately decide	99	47.1	47.1	40.1
Can easily decide	109	51.9	51.9	100
Total	210	100	100	

**SCALE:** 1-10 (Cannot decide) 11-20 (Can decide a little) 21-30 (Can moderately decide) 31-40 (Can easily decide)

The result shows that some students can easily decide with a frequency of 109, some students can moderately decide with a frequency of 99 and some students can decide easily with a frequency of 2. In this study students are capable to decide easily.

**TABLE 3**

**Level of attitude towards home responsibilities**

Home Responsibilities		
1 I want to finish my work quickly and efficiently so that I have time to help others.	3.19	Sometimes
2 I can do most household chores with minimal supervision.	3.06	Sometimes
3 I arrive home early to do my household chores.	2.97	Sometimes
4 If needed my parents or sibling remind me of the household chores I have yet to do.	2.98	Sometimes
5 I have no objections to the household chores given to me.	2.95	Sometimes
6 I perform chores at home to achieve the best result.	3.12	Sometimes
7 I know what to do and what not to do with the given chores at home.	3.09	Sometimes
8 I am very careful in the chores given to me.	3.21	Sometimes
9 I like to finish my household chores to help my parents and sibling of their work.	3.09	Sometimes
10 I have no problem with my household chores.	3.10	Sometimes
Overall Weighted Mean	3.07	Sometimes

**LEGEND:** 1.00-1.75 (Never) 1.76-2.50 (Rarely) 2.56-3.25 (Sometimes) 3.26-4.00 (Always)

The table shows the three highest and lowest weighted mean. The first highest weighted mean is 3.21 which is indicator 8 and interpreted as “sometimes I am very careful in the chores given to me.” As a leader it is your responsibility to pay attention (Voegtlin, 2016). While the second highest weighted mean is 3.19 which is indicator 1 and interpreted as “sometimes I want to finish my work quickly and efficiently so that I have time to help others.” Second, the definition goes beyond a more passive underling value position of “not doing harm” to a more proactive position of “doing the right thing” (Aguinis, 2011). And the third highest weighted mean is 3.12 which is indicator 6 and interpreted as “sometimes I perform chores at home to achieve the best result.” We assert that students must assume more responsibility for their learning to move past superficial level of comprehension and find success beyond the classroom (Carpenter 2013). The first lowest weighted mean is 2.95 which is indicator 5 as interpreted as “sometimes I have no objections to the household chores given to me.” Such a definition incorporates what might be called the “moral virtue” and “moral agency” in which individuals are motivated to act by an internal sense of reason or a reason of being responsible to others (Allen & Mintrom, 2009). While the second lowest weighted mean is 2.97 which is indicator 3 as indicated as “sometimes I arrived home early to do my household chores” Understudies should be ready for a changes in their life by being responsible on their duties to improve their professional identity (Steh, Mazgon and Kalin 2014). And the third lowest weighted mean is 3.06 which is indicator 2 and interpreted as “sometimes I can do most household chores with minimal supervision.” First, the result demonstrate that a responsible leader is the type of person who should both represent and convey the importance of socially responsible actions in a company (Gonzalez, Bande & Ferrin, 2019).

**TABLE 4**  
**Frequency level towards home responsibilities**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Slightly responsible	2	1	1	1
Moderately responsible	101	48.1	48.1	4
Responsible	107	51	51	100
Total	210	100	100	

The result shows that some students are responsible at home with a frequency of 107, some students are moderately responsible with a frequency of 101 and some students slightly responsible with a frequency of 2. In this study students are responsible and moderately responsible at home.

**TABLE 5**

**DECISION MAKING AND HOME RESPONSIBILITIES**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	84.202 <sup>a</sup>	4	.000
Likelihood Ratio	42.292	4	.000
Linear-by-Linear Association	33.156	1	.000
N of Valid Cases	210		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is .02.

The p-value is (.000) smaller than the standard alpha value (.05) so the null hypothesis will be rejected and they are significant associated. Thus, the result of this study supports the study of (Shahudul, 2013) stated that in making decision at home student must know it is the father has a bigger responsibility than the mother. However, this study is al supported the study of (Kabir and Shathi, 2013) in which stated that female students are responsible to participate in household decision making. And also this study supports the study of (Adhikari, 2015) in which expressed that in household duties in Nepal it's the female students will in doing responsibility.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSION AND CONCLUSION

This chapters present the summary of findings, conclusion and recommendations.

#### Summary of Findings

The extent of student's decision making is that sometimes they are able to make a good decision well. The result of table 1 presents that students sometimes chose the right decision making in their personal life. Students always find it inspiring when their parent's supports their decisions and they always learn from their previous mistakes. However, students sometimes remain calm when they are making a decision very quickly. Students feel in control of things and avoiding taking advice from their parents on their decision. Students find it easy to decide what is right and wrong when they take a moment to decide whenever they are faced with tough decision. Students look back to the cause which led them to decide among choices and make a decision based on it effect. Student's decision helps them to be matured in making decision and students are comfortable with the decision they make. Therefore, students sometimes can make the right decision.

The extent of student's home responsibilities is that sometimes students are responsible regarding the task that is given to them. The result of the table 2 shows that sometimes they want to finish their work quickly and efficiently so that students are able to help others. Students can do most household chores with minimal supervision. Students arrive home early to do their household chores. Students need to be reminded with their parents or siblings about the household chores that they haven't done yet. Students have no objections to the household chores given to them and they perform chores at home to achieve the best result. Students know what to do and what is not to do with the given chores at home and are very careful with the cores given to them. Students like to finish their household chores to help their parents and siblings with their work and they have no problem with the household chores. Sometimes students able to make a good decision but sometimes they failed to do the right one.

As stated in the table 3, the p-value is smaller than the standard alpha in which it means that the null hypothesis will be rejected. Therefore, there is a significant correlation between decision making and home responsibilities among students.

## **Conclusion**

In this study, the result shows that sometimes students make the right decisions. It presents that the students need to improve their decision making skills and for this

situation parents are really responsible of teaching their children the right decision. They always learn from their mistakes which means if they are always facing in decision making they can be a good decision maker. Being a good decision maker you have to be responsible with all the actions you make. The study also finds that the students are sometimes responsible regarding with the duties given to them. They do the task given to them at home but they are taking serious of the task given to them. In addition, students are responsible and moderately responsible. They can also decide easily with the guide with their parents.

### **Recommendations**

In the summary of findings of this study, the following recommendations were made to the students should be actively involved in decision making in school, home and also their personal decision making. The teachers should let their students to participate in making decision on the school facilities and activities. The principal to encourage effectively students' participation in all the activities.

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